

L B NELSON ELEMENTARY

225 North Brickyard Road
Columbia, South Carolina 29223

GRADES PK-5 Elementary School

ENROLLMENT 657 Students

PRINCIPAL Dr. Sandra D. Euster 803-736-8730

SUPERINTENDENT Stephen W. Hefner, Ed.D. 803-738-3236

BOARD CHAIR William McCracken 803-469-8536

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
30	33	2	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

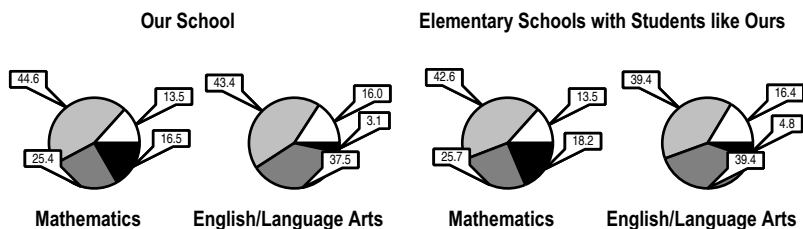
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Excellent	N/A
2003	Good	Below Average	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	33	102	63
Percent satisfied with learning environment	81.8%	83.3%	80.6%
Percent satisfied with social and physical environment	93.9%	82.4%	74.2%
Percent satisfied with home-school relations	87.5%	88.2%	88.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	345	99.1	16.0	43.4	37.5	3.1	40.6	17.6
Gender								
Male	169	99.4	20.8	44.2	34.4	0.6	35.1	17.6
Female	176	98.9	10.0	41.9	42.5	5.6	48.1	17.6
Racial/Ethnic Group								
White	150	98.0	5.7	43.3	45.4	5.7	51.1	17.6
African-American	174	100.0	24.2	45.1	29.4	1.3	30.7	17.6
Asian/Pacific Islander	10	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	11	100.0	18.2	18.2	63.6	N/A	63.6	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	306	99.0	13.5	42.4	40.7	3.4	44.1	17.6
Disabled	39	100.0	42.9	53.6	3.6	N/A	3.6	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	345	99.1	15.3	43.0	38.5	3.2	41.7	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	344	99.1	14.8	42.9	39.0	3.2	42.3	17.6
Socio-Economic Status								
Subsidized meals	100	100.0	30.2	48.8	19.8	1.2	20.9	17.6
Full-pay meals	245	98.8	9.3	41.0	45.8	4.0	49.8	17.6

Mathematics								
All students	345	100.0	13.5	44.6	25.4	16.5	41.9	15.5
Gender								
Male	169	100.0	13.5	43.2	25.8	17.4	43.2	15.5
Female	176	100.0	10.6	46.6	26.7	16.1	42.9	15.5
Racial/Ethnic Group								
White	150	100.0	3.5	39.6	30.6	26.4	56.9	15.5
African-American	174	100.0	19.7	53.3	21.7	5.3	27.0	15.5
Asian/Pacific Islander	10	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	11	100.0	18.2	9.1	27.3	45.5	72.7	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	306	100.0	11.7	44.3	26.0	18.0	44.0	15.5
Disabled	39	100.0	33.3	48.1	18.5	N/A	18.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	345	100.0	12.0	44.9	26.3	16.8	43.0	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	344	100.0	11.5	45.0	26.5	16.9	43.5	15.5
Socio-Economic Status								
Subsidized meals	100	100.0	27.1	51.8	17.6	3.5	21.2	15.5
Full-pay meals	245	100.0	6.1	42.6	29.6	21.7	51.3	15.5

Abbreviations for Missing Data

N/A Not Applicable **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	120	N/A	11.4	41.2	43.9	3.5	47.4
	Grade 4	115	N/A	13.4	36.6	49.1	0.9	50.0
	Grade 5	97	N/A	12.8	37.2	44.7	5.3	50.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	102	98.0	10.8	39.8	45.2	4.3	49.5
	Grade 4	126	99.2	13.6	40.7	43.2	2.5	45.8
	Grade 5	117	100.0	22.8	49.1	25.4	2.6	28.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	120	N/A	15.8	50.9	16.7	16.7	33.3
	Grade 4	115	N/A	15.2	33.0	26.8	25.0	51.8
	Grade 5	97	N/A	9.6	40.4	20.2	29.8	50.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	102	100.0	11.6	55.8	17.9	14.7	32.6
	Grade 4	126	100.0	13.6	45.8	22.9	17.8	40.7
	Grade 5	117	100.0	14.9	34.2	34.2	16.7	50.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 657)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.4%	Down from 3.1%	1.9%	2.4%
Attendance rate	96.2%	Down from 96.7%	96.3%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	34.4%	Down from 37.5%	24.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	7.6%	Down from 7.8%	6.8%	8.0%
Older than usual for grade	N/A	N/A	0.6%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 46)				
Teachers with advanced degrees	63.0%	Down from 65.2%	53.6%	50.0%
Continuing contract teachers	87.0%	Down from 95.7%	87.9%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	89.1%	Up from 88.8%	88.6%	86.2%
Teacher attendance rate	94.9%	Up from 93.7%	96.0%	95.3%
Average teacher salary	\$43,214	Up 1.8%	\$41,761	\$39,909
Prof. development days/teacher	8.3 days	Up from 8.2 days	10.1 days	11.4 days

School				
Principal's years at school	2.5	Up from 1.5	5.0	4.0
Student-teacher ratio	17.4 to 1	Up from 16.6 to 1	20.2 to 1	18.9 to 1
Prime instructional time	89.7%	Up from 88.9%	91.1%	89.7%
Dollars spent per pupil*	\$6,674	Up 16.4%	\$5,348	\$5,892
Percent spent on teacher salaries*	63.0%	Down from 66.2%	68.5%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Lonnie B. Nelson Elementary School earned the Palmetto Gold Award and the Red Carpet Designation, continuing the tradition of honors that have brought recognition to the school. In addition, four of our teachers achieved National Board Certification and five teachers are completing requirements for National Board Certification.

Several initiatives have been funded through the joint efforts of the PTO and LBN Foundation, with guidance from the School Improvement Council. Both an after-school tutoring program and summer school for grades K-5 have been implemented. Funding has been provided for Spanish instruction in grades K-2. Career Day, Math Morning, and Wake Up to Words programs have been instituted.

A Leadership Academy was established to develop interpersonal skills of third- and fourth-grade students. Leveling was added to the math program in selected classes for grades 3-5. Third-grade students had an opportunity to attend a grant-funded workshop designed to heighten awareness of fellow students with special needs. In addition, Science and African-American Clubs were offered to Nelson students.

The MAP (Measures of Academic Progress) was administered in the fall and spring of the 2002-2003 academic year. This computer-adaptive test provided information related to students' academic achievement in math and reading. MAP assisted classroom teachers in developing instruction for students in grades 2-5.

All students participated in extended reading activities. Second through fifth graders participated in Accelerated Reader, while first graders took part in Book Adventure. Both child development and kindergarten students participated in reading programs.

Facilities were upgraded during the year. A new computer lab was established to offer additional technology opportunities for all students. Additions were made to the playground for children with special needs. Fresh carpeting was installed in the main hallways and administrative wing.

As principal of Lonnie B. Nelson, I continue to look forward to working with our outstanding students, faculty, staff, and parents.

Sandra D. Euster, Ph. D.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.